

## Standard VIII. Responsive Services

### Prevention

*Level 3: Provisions have been made for counselor availability and/or timely response to student, staff and parent needs.*

*Level 4: Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. Evidence is provided that needs are being addressed.*

- The “***Appointment Sheet***” or a similar document could be used to demonstrate that counselors strive to meet with student needs in a timely manner.
- Anonymous anecdotal information could be shared to provide evidence that efforts are made to address needs.

***Example:***

Counselors are available throughout the day. Schedules are coordinated so that one of the counselors or the school psychologist is available. Students fill out an ***Appointment Sheet*** requesting to see a member of the guidance team and are called down as soon as possible. Counselors are also available before and after school to accommodate specific needs. We maintain records of student contact and follow through. (See documentation in STANDARD VIII notebook.)

*Level 3 & 4: There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources.*

***Example:***

We are fortunate to have many resources available to assist us in assisting students. Parents are referred to the Jordan Family Education Center (JFEC) for a variety of classes and counseling. Also, we coordinate with the district’s Programs for At Risk Students department to provide field trips, counseling and a twenty-four hour Riskline for student and parent emergencies. We also refer parents and students to several community liaison mental health agencies.

- Include a blank copy of your school or district’s FERPA.
- Include a copy of permission forms for group participation. A generic “***Parent Permission***” form has been included for your use.

**Level 4:** Counselors deliver information to students about growth, development and transition issues to empower them to successfully navigate developmental challenges and life events.

- Describe your guidance delivery model or construct to the review team.

**Example:**

We follow the Myrick model:

1. Large group counseling (classroom presentations)
2. Small group counseling (support groups, Why Try class)
3. Individual counseling
4. Peer assistance/ peer helper
5. Collaboration with existing school programs
6. Coordination with resources outside of the community.

We try to do the most with the most. Instead of dealing with kids one at a time as they show up, we look for commonalities of problems and deliver information to large groups. Kids who don't get it there can then be invited to a small group, after which we offer individual counseling, using peer helpers, and collaboration and coordination to support the student(s). Information on the Myrick model: Myrick, R.D. (1987) Developmental Guidance and Counseling: A Practical Approach. Minneapolis, MN. Educational Media Corp. Revised: 2nd Edition (1993), 3<sup>rd</sup> Edition (1997), 4th Edition (2003).

We offer a variety of group activities and services to assist students in attaining and maintaining strategies for success.

Study Skills: Mountaineer Might - Tracking Program, Study Skills group

Peer Leadership Team: Organized January 1999

Drug and Alcohol Prevention: School psychologist, JFEC

Teacher Advisory: Ongoing

Suicide, grief, loss, coping with stress: Crisis team, Resiliency group, Grief group

Individual and Group counseling: Ongoing, JFEC

Crisis Intervention: District crisis team, JFEC

## **Intervention**

*Level 3 & 4: Programs and activities have been implemented which address issues identified from the needs assessment.*

### **Example:**

This list of programs and activities indicates the critical need/s being addressed.

#### **Needs (from Needs Assessment)**

1. Develop good study habits.
2. Understand how school performance relates to future success.
3. Be able to handle stressful situations

<u>New Programs/Activities</u>	<u>Needs</u>
7 <sup>th</sup> Grade Day	1,3
6 <sup>th</sup> Grade Assembly and Tour	1,2,3
Resiliency Group	2,3
Study Skills Group	1,2
Truancy Mediation	1,2,3
Making High School Count	1,2
Why Try? Program	1,2,3

#### **Revised Programs/Activities**

New Student Group	1,2,3
PLT	1,2,3
Career Units	2
Computer software	1,2,3
TLC	1,2,3
Tracking Program	1,2

#### **Continued Programs/Activities**

Personal Power Group	1,2,3
Anger Group	3
Grief/Divorce Group	3
Substance Abuse Group	3
Social Skills Group	2
Most Improved Club	1,2
Career Day	2
Student of the Week	1,2
Mountaineer of the Month	1,2

**Level 3:** Counselors provide ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, violence).

**Level 4:** Counselors provide ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, violence) and are responsive to school needs assessment data and school improvement goals.

**Example:**

We provide groups and/or individual counseling to students. Services are available to every student as long as a signed FERPA has been obtained. Students may be identified as needing services by parents, teachers, administrators, or counselors. They are also encouraged to self-identify through student surveys distributed at the beginning of the year, new student intake forms, and peer suggestion

Small Group Meetings

TLC lessons  
Resiliency Group  
Grief/Divorce Group  
Substance Abuse Group  
PLT  
New Students Group  
Most Improved Club  
Social Skills (taught weekly to cluster units)  
Study Skills Group  
Anger Management/Impulse Control Group  
SEOP's (small group)

**Level 3 & 4:** Counselors effectively follow up with students or others as required following responsive services contact.

- Describe your procedure for following up after responsive services have been provided.

**Example:**

We follow up with students, parents, and faculty in the following ways:

1. After each tracking meeting, students are given a homework assignment requiring them to share grade and behavior information with parents, get their parent's signature, then return the sheet to the counseling center for a small treat.
2. When a group concludes, group members are called down individually every other week then once a month to check on continued progress.
3. Teachers are regularly informed when counselors meet with a student at the teacher's request.

In addition to this, we call or send a post card home informing parents of student success in accomplishing goals. The post cards, in particular, have been well received.

*Level 3 & 4: District and school crisis response plans are in place.*

***Example:***

Our school crisis plan is updated yearly in faculty meeting. The principal directs the school crisis team (counselors, psychologist, secretaries) and asks for help from the district crisis team when needed.

**Describe how the program has addressed recommendations from the last review:**

- See previous program review and indicate any recommendations in this area and how they have been addressed in the past 3 years.

**Describe new program goals:**

***Example:***

We hope to begin a school wide program involving positive home communication. Teachers will be provided with post cards to send home. After they write their message, the counseling center will take care of mailing them.

**Improvement Plan Component:**

***Example:***

Our efforts to provide and follow up with effective responsive services will help us accomplish our school's goal of producing healthy, caring individuals and responsible citizens.